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ABSTRACT

Articles in the three Volume 5 issues of the National Network for Early Language Learning newsletter include: "Young Authors--A Double Success" (Carolyn Andrade); "Teacher Preparation for Elementary School Foreign Language Programs" (Carol Ann Pesola); "Strategies in a Small School Setting: The Filley FLES Program" (Zoe E. Louton, Robert E. Louton); "Characteristics of Effective Elementary School Foreign Language Programs"; "Foreign Language Assessment in the Elementary School"; "Stories and Tales, Books and Adventures" (Lynn Toman); "Children's Classroom Creations"; "ERIC: An Update on Valuable Information"; "Ferndale Builds Foreign Language Competence in Grades 1 through 12" (Lynn Haire); and "Changing Negative Perceptions of Foreign Languages" (Paula K. Strupeck). Conference summaries, book reviews, and professional notes and announcements are also included in each number. (MSE)

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 5, Number 1 Fall 1991

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Young Authors—A Double Success

Carolyn Andrade
Supervisor, Elementary Education
Cincinnati Public Schools
Cincinnati, Ohio

Elementary school foreign language programs are among the most exciting in the nation. Enthusiastic and dedicated parents, teachers, and administrators work together to provide quality programs, often despite the lack of appropriate print materials.

It is said that children learn to read by reading. A wide variety of inviting, commercially available books in the elementary school, plus frequent opportunities for children to use them, makes perfect sense. However, books written for preliterate children or children who are just beginning to develop their literacy skills in the second language are very difficult to find.

In the Cincinnati Public Schools, identifying interesting and appropriate reading materials for FLES and immersion programs in Arabic, Chinese, French, German, Japanese, Russian, and Spanish is an especially challenging task. Three years ago we decided to write our own. And who better to write them than the children themselves?

A program of young authors makes sense for several reasons. Because the children have essentially the same experiences with the second language, the topics they choose to write about will come from those shared experiences. Not all children remember exactly the same words or phrases in the second language, nor do they remember exactly the same sequence or the same details of events. While the young writer selects the language and events for the book, the young reader will draw from those shared experiences for the background knowledge that is so important in bringing meaning to the printed page.

A program of young authors encourages children to participate in the process of writing. From the generation of an idea, through the first draft, the revisions, editing, illustrating, and publishing, students learn from each other. The teacher is no longer the sole source of information or encouragement. Students learn that while one writes for many reasons, writing for publication can also serve many purposes. A counting book or an alphabet book can be a teaching tool. Fictional stories entertain, while an autobiography can be informational.

Continued on page 6

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

1991 CONFERENCES

October 18-21: **Advocates for Language Learning.** Tysons Corner, VA. Preconference workshops, October 18; school visitations, October 21. Ellen Boudreaux, President, 6419 Forest Road, Cheverly, MD 20785 (301-773-4088).

October 24-26: **Southern Conference on Language Teaching.** Raleigh-Durham, NC. Wayne Figart, 204 N. 16th St., Wilmington, NC 28401 (919-763-4009).

November 23-25: **American Council on the Teaching of Foreign Languages.** Washington, DC. ACTFL, 6 Executive Blvd., Yonkers, NY 10701-6801 (914-963-8830).

December 27-30: **Modern Language Association.** San Francisco, CA. Modern Language Association, 10 Astor Place, New York, NY 10003-6981 (212-475-9500).

Conferences Editor: Jane G. Graveen

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Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS editor for review.

German

Seeger, H. (1990). ***Wer? Wie? Was?*** (2d ed.) Bonn: Gilde-Buchhandlung. Available from Carl Kayser, Buchhandlung und Verlag, Postfach 1649, D-5300 Bonn 1, Germany.

This visually appealing textbook series for beginning language learners in grades 3-8 is organized around communicative themes. Book One is a bound textbook with speaking exercises, a song or rhyme, cartoon readings, and a lesson in each chapter. A grammar section appears at the end of each chapter. Themes for level one include greetings, family, classroom, calendar, free time, telling time, birthdays, animals, money, body parts, clothing, and Germany. This text could be used for grades 3 and 4. Book Two includes color photographs, a variety of fictional readings, and authentic short excerpts from everyday sources. "A New Student," "Our School," "My Day," "Our Hobbies," "Our Animals," "We Live in Cologne," "A Birthday Party," "We Live Like This," "Traveling," "A City Adventure," "Clowns," "Robbers," "Musicians" are the themes for these lessons for grades 5 and 6. Book Three adds mysteries, short stories based on books and movies, and nonfictional reading selections about topics of interest to the middle-school child.

The black-and-white workbooks add a variety of reading and writing exercises and a work list for student work. These workbooks are well designed to stimulate thinking and conversation. A teacher's handbook in German is well developed and detailed. The series, which also offers cassette tapes, slides, transparencies, tests, and a hand puppet, is highly recommended by the American Association of Teachers of German *Kinder Lernen Deutsch* team.

German Resources Editor: Patricia Pillot

Spanish

The Magnetic Way. (Manipulative overlay system). Amherst, NY: Creative Edge. For additional information and a price list, contact *The Magnetic Way*, Division of Creative Edge, Inc., 2495 N. Forest Road, Amherst, NY 14068 (1-800-626-5052).

If you're looking for a new way to add variety to the FLES curriculum, *The Magnetic Way* provides attractive, flexible materials that can be used with a variety of approaches: Whole Language, Total Physical Response, and the Natural Approach.

The "Into Language" program is available with the magnetic board (24" x 34") and stand. There are over 450 visuals in the four categories of "The Street," "The Country," "Indoors," and "People in Action." The visuals adhere to the board by magnetic attraction and are printed in full color. The people are multicultural and range in age from infants to elderly. This program is available with a Second Language Guide.

In addition to "Into Language," *The Magnetic Way* offers the following programs: "The Supermarket," "Fairytales," "Folktales," "Nursery Rhymes," "Life Systems," and "The Age of Dinosaurs." Programs may be purchased as complete packages or by ordering specific items. Depending upon the unit desired, packages can include cassette tapes, individual student books, assorted markers, etc.

Although *The Magnetic Way* can be used in a conventional classroom setting, it is particularly effective in working with small groups. It is designed for use in prekindergarten through adult classes.

Spanish Resources Editor: Barbara McDonald

FLES[‡] *NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair. Executive committee members are: Carolyn Andrade (Ohio), Diane Ging (Ohio), Mari Haas, corresponding secretary (New York), Nancy Hess (New York), Melanie Klutts, recording secretary (Texas), Gladys Lipton, treasurer (Maryland), and Kathleen Riordan (Massachusetts).

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Subscription rate is $12/year ($15/year overseas). Please send your check to: Nancy Rhodes, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES NEWS wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

[‡]Foreign Language in the Elementary School

Teacher Preparation for Elementary School Foreign Language Programs

Carol Ann Pesola
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Concordia College
Moorhead, Minnesota

Rapid growth in the number of elementary school foreign language programs has led to a severe shortage of teachers with appropriate background and preparation for teaching languages at this level. Very few colleges and universities are currently preparing these teachers, in part because the demand is so recent and the process of adding new programs in higher education is usually slow. The problem is more difficult to address because most teacher education professionals have not been involved with the discipline of elementary school foreign languages as it has evolved over the past twenty years. Before institutions of higher education can successfully prepare teachers for FLES and immersion programs, there must be teacher educators who have the background, interest, and understanding to create effective programs.

Several problematic features of higher education stand as obstacles to development of programs for elementary school foreign language teachers. Most language departments are focused on literature and oriented to graduate students. There are few offerings in contemporary culture and children's literature, which would be beneficial to the teacher preparing for the elementary school level. Some language departments do not value the pedagogical aspirations of their students nor the classroom-oriented scholarship of their faculty. The reward structure of the university may even discourage the time and effort necessary to be knowledgeable about and provide leadership for elementary school foreign language education. For effective and lasting programs of teacher preparation to develop, university departments will need to break with this traditional reward structure and forge new collaboratives with education departments and local school districts, where some of the necessary expertise for new programs may be located.

Many university departments are unwilling to introduce new programs for the preparation of teachers until specific licensure/certification rules are in place for the state in which the institution is located. At this time, very few states offer licensure for elementary school foreign languages, although a number of states are currently considering such requirements. In these situations the development of licensure guidelines at the state level must be considered a preliminary step to implementation of teacher-preparation programs.

Georgia and North Carolina have changed their state certification guidelines so that universities with undergraduate teacher-preparation programs in foreign languages now offer K-12 certificates instead of the previous secondary certification. Both states have addressed the preparation of methods teachers through special programs designed especially for teacher educators. In Georgia, methods teachers participated in an intensive "conversion course" sponsored by the Department of Education to give them both background in elementary school methodology and direct experiences with teaching languages to children. North Carolina methods teachers participated in a FIPSE-sponsored project with inservice elementary school language teachers that brought them together for workshops and then teamed them over a two-year period for classroom visits and exchanges. The North Carolina project resulted in development of a curriculum for elementary school foreign language teacher preparation.

Preparation of teachers for the elementary school language classroom must address three areas:

1. language skills and understanding of the culture, especially children's culture, within which the language is used;

2. methodology for and experiences with teaching languages to children;

3. background in the curriculum and philosophy of the elementary school.

Currently, clients for this preparation come from three groups: inservice and preservice elementary school teachers who have language background; inservice and preservice secondary school language teachers who have interest in working with elementary school children; and native speakers of the language whose education and teacher preparation have taken place outside the United States. Although each group of clients requires a somewhat different pattern of emphasis in its preparation, they can work together very effectively in the same program, each sharing their particular areas of expertise with their colleagues.

The short-term need in teacher preparation is for programs that will facilitate the recertification or relicensure of inservice teachers so that they may staff emerging elementary school programs. A number of intensive summer workshops around the country, such as those in Florida, Iowa, Maryland, Minnesota, and New York, are assisting in meeting this challenge. Some local districts are providing intensive inservice programs for their own staff, such as the immersion teach education program developed in Montgomery County, Maryland. More intensive recertification workshops are needed to meet the growing demand for teachers, together with the establishment of licensure programs in colleges and universities nationwide.

For the long term, programs in higher education are needed that will encourage the development of teachers who have dual certification: teachers of language who are fluent speakers and are also licensed elementary school teachers. Only a shared commitment on the part of college and university language departments, elementary education departments, and the language profession as a whole can command the resources necessary to meet this challenge.

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.*

Title: **The Clothesline**

Objective: To provide an innovative means of teaching the articles of clothing and colors.

Materials: Plain white posterboard (approximately 29 1/2" by 18 1/2"); regular white sheet of drawing paper to make cutouts of articles of clothing (each cut-out will be about 4"—pictures from magazines or paper doll cutouts may be used instead); enough transparent contact paper to cover posterboard and individual clothing; a stick of Tack-a-Note adhesive; colored markers; and crayons for teacher and students.

Preparation: Clothesline Poster: Using the posterboard, draw a traditional clothesline consisting of two poles on either end and a rope stretching from one pole to the other. Color the clothesline and surroundings at your own discretion—brown clothesline, green grass, blue sky, etc. Cover the finished poster with the contact paper.

Articles of Clothing: Select vocabulary to be taught (dress, skirt, blouse, shirt, pants, shorts, T-shirt, socks, sweater, coat, shoes, hat, etc.). On the drawing paper, draw selected articles of clothing. Color each piece–purple dress, green skirt, pink blouse, yellow shirt, blue pants, red shorts, white T-shirt, red-and-white socks, brown sweater, orange coat, etc. Black shoes and a gray hat can go on the ground. Cut out and cover individual pieces with contact paper (it will protect cutouts and give them firmness for easy handling).

Procedure: Show the specific article of clothing as you introduce each word and have the students repeat it. Rubbing adhesive stick on the back of the cutout, place each item on the clothesline. Students repeat the word once more. Children enjoy this realistic approach of "hanging clothes to dry." As a reinforcement activity, students may describe the color of the clothing.

Various Total Physical Response activities may also be used. For example, in checking for understanding, disassemble the clothesline and ask for volunteers. Give directional commands in the target language: "Hang the pink blouse on the clothesline." "Hang the green socks to the right of the blouse."

For subsequent lessons, the poster and clothing may be used as reinforcement for the weather or the seasons. For instance, have the students hang clothes for a cold rainy day: coat, sweater, scarf, mittens, etc.

For assessment, a worksheet reproduction of the clothesline and hanging clothes can be distributed to the students. Directional commands can be given such as, "Color the dress yellow."

As a follow-up, the students can cut out pictures of their favorite clothing from magazines and make their own clothesline by pasting pictures to it. They can label each picture in the target language. The students can then talk about their favorite clothes, colors, designs, etc.

Contributor: Dolores Durán-Cerda
816 Rider St.
Iowa City, IA 52246

Classroom Activities Editor: Donna Grundstad

NNELL ANNUAL MEETING

Plan to attend the NNELL meeting at the American Council on the Teaching of Foreign Languages (ACTFL) conference in Washington DC, November 24, 1991, 2-3:15 p.m. at the Washington Convention Center, Room 14.

Strategies in a Small School Setting: The Filley FLES Program

Zoe E. Louton
FLES *Program Director*
Filley Consolidated Schools
Filley, Nebraska

Robert E. Louton.
Chief Clinical Psychologist
Blue Valley Mental Health Center
Beatrice, Nebraska

Two characteristics, which are typical of small communities, offer a potential resource for successful development of an elementary school foreign language program in a small school. First, within the school system there is a close working relationship between the teachers that is made to order for efficient program coordination and articulation. Second, outside the school system the close ties that usually prevail between the school and community form a ready-made foundation on which to build cooperating programs. In our community the choice of German as the target language was influenced by the predominant ethnic background of the community.

The Filley FLES Program, set in a rural Nebraska town with a school population of 132, is now in its third year. This program has been designed to take advantage of these two characteristics in implementing the following objectives:

1. All pupils will be required to study foreign language from grades 3 through 8. Students will have the opportunity to satisfy the two-year requirement for college entrance by the end of eighth grade.

2. The school will develop an articulated program using content-based instruction. For this approach, the foreign language subject matter will parallel selected areas of the curriculum content of the classroom at each grade level. The student will have the option of continuing in an articulated foreign language program in the high school.

3. The foreign language program will involve the families and community as much as possible in order to generalize the language use beyond the classroom.

Within the school system

Close cooperation between faculty members in the small school is a definite asset to program development. To achieve common goals such a working relationship is essential because content-based instruction involves joint planning sessions for the foreign language and classroom teachers. During these sessions the classroom teachers indicate which content areas they would like to have reviewed or reinforced. These suggestions are utilized in planning foreign language units that augment and/or reinforce the curriculum in math, geography, health, language arts, and science. When the sequential articulation of the classroom instruction is followed, there is a similar, consistently progressive articulation in the foreign language class. In effect, parallel instruction of content occurs in the two classes.

Using parallel methods can also be helpful. One method often used by our elementary school teachers is the whole-language approach, which has been used effectively in developing some of the content-based foreign language teaching units. Whole language relies on considerable oral language and numerous activities that adapt well to foreign language teaching. Moreover, since it involves the use of words in a variety of contexts and applications that extend into disciplines other than language arts, this approach adapts well to content-based instruction. Whole language emphasizes that "language is learned most easily when it is whole, functional, and meaningful; when the focus is on what it is used for, and not the language itself." (Cutting, 1989). This method is especially appropriate for foreign language instruction because it closely parallels the way children learn their first language.

The whole-language approach was used to design lessons involving a story written on light refraction, which was based on a fourth grade science unit. The story illustrated the principle of light and its components, which ultimately separate into rainbow colors. For the pupil the focus of the foreign language class sessions was science using the medium of the foreign language; for the foreign language teacher the focus was language acquisition using the medium of science content.

In whole-language classes, the teacher often works from a large "big book" version of a story, perhaps presenting it to the pupils in increments of a page or two for each lesson. The pupils participate in a discussion of the text, then proceed to activities that provide "whole" contexts for new words, while pursuing content-related concepts.

In the story on light refraction, "light bulb" characters of different colors, shapes, and sizes represent the varying wavelengths of the color spectrum in the rainbow. The pupils discuss the related size and color differences, which reinforces the science subject content for the classroom teacher. Other science-related activities include using the prism to see the varying color bands and making a color wheel spin on a pencil.

A discussion on differences can relate to social studies content and deal with self-concept and accepting individual differences. For example, the teacher describes his/her eye, hair, or skin color and asks for volunteers to identify their own. Or, the teacher names a favorite color or a favorite food color and asks for volunteers to name theirs. Pupils may then make individual rainbows where the empty sections of the rainbow are each labeled and colored appropriately according to each pupil's eye, hair, and skin color, favorite color, favorite vegetable color, etc.

At the close of each lesson, each pupil receives a copy of the corresponding pages in the story on light to read and to color. When the book is finished, the pages are bound and each child takes a copy to take home to share with the family. The completed loop of instruction ties together the regular classroom lesson with the foreign language lesson as one of a series of related materials.

Continued on page 7

Young Authors from page 1

By providing a large quantity of comprehensible reading material, a program of young authors also encourages children to read. If there are twenty-five children in the classroom and every child writes a book, each child has at least twenty-four other titles that are likely to offer successful reading experiences. Success breeds success.

Such a program is inexpensive. Students sometimes create books from classroom writing paper and make covers from construction paper. Hardcover books without print (available from Treetop Publishing, Racine, WI) are inexpensive and very popular.

A young authors program may begin as early as kindergarten. As soon as children have learned to write and can copy from the chalkboard, they can create a class book. For example, a kindergarten French class wrote a counting book and used various fruits as illustrations. For each writing activity, the children selected a fruit for the day. They talked about the fruit, giving its color, size, shape, texture, etc. They gave examples of other fruits with similar characteristics. To determine if a fruit was popular or not, the teacher wrote down the names of the children who liked the fruit. On the chalkboard, the teacher then wrote in French: "There is one apple. Lavonne and Robert like apples." All of the children copied the sentences and then illustrated the page as they chose.

Since one of the objectives was to create a class book, every child could not create every page. In order to select one page to represent each number, the work of every student was displayed around the room. Through discussion, the teacher helped the children identify characteristics they thought were important for a page in the class book. Among the suggestions the children made were that the page should be neat, that the words should be "right," and that the apple should look like an apple and be the "right" color.

Each child was then given a post-it note and asked to stick it on the page he or she felt should go into the class book, based on the suggestions they had made. Notice that the teacher didn't ask the children to pick the "best" page, rather the one which best fit the characteristics they had determined to be important. The remaining pages were assembled into individual counting books for each student.

Color, number, shape, and alphabet books are also popular among first graders. A file of 4" x 6" index cards with one illustration per card helps students with correct spelling. Students are encouraged to look in the card file, to use other books, or to talk with their classmates for ideas. Language experience stories are also very popular in the primary grades. Students dictate a story to the teacher about a common experience and then practice reading the stories they wrote.

A group of fourth graders assembled a book of shape poetry. Each poem had to fit a particular shape, such as:

```
XXXX          X          XXXXX
XXXX    or   XXX    or   XXXXX
XXXX        XXXXX      XXXXX
             XXX
              X
```

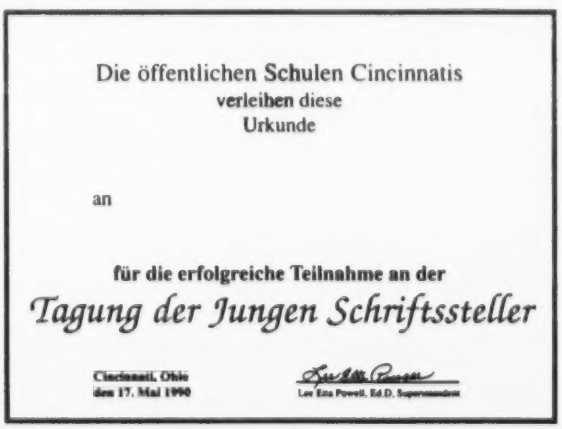
As students acquire more language and become more comfortable expressing themselves in the language, they also become more comfortable creating individual writing projects. Whether it is a story about the family going to McDonald's, an invasion from outer space, or a tale in which true love triumphs over evil, it is important that every child publish at least one book. As students grow and learn, they also assume more responsibility for writing, revising, and editing their own work and the work of their classmates.

The published books remain either in the classroom library or in the school library for future classes to enjoy. The plea "but can't I take my book home to keep?" was solved very creatively by one school. Students published their original book in a hardbound format. They were then encouraged to make a second copy. It was bound to manila-folder-type material. This "paperback edition" was theirs to take home and keep.

Every school celebrates its young authors in its own special way, but in addition a district-wide Young Authors Conference is held in the Cincinnati Convention Center each year in May. The children hear a presentation by a published author. They then break up into assigned groups of eight to ten children each to share the books they have written during the year. Each small group will have children from various schools throughout the district. Foreign language professionals from local colleges and universities, as well as individuals from the community, have very generously given their time to serve as small-group leaders. This makes it possible to conduct the small-group sessions in the target language. The Young Authors Conference gives the children an opportunity to interact with students other than their classmates, and it provides an opportunity to use their communication skills with adults other than their teachers.

Each student participant also receives a Certificate of Participation written in the second language (see examples of German and Chinese certificates at end of article), a bookmark with suggestions for further reading, and a brand-new blank book for the next story.

Although developing young authors is a time-consuming process, most teachers agree that it is an investment worth making. A young authors program is a double success because it gives children purposeful writing experiences and has allowed the classroom library to grow considerably in just a few years and with a relatively small financial investment. The smudged and dog-eared pages of these student-authored titles attest to their popularity among the children.



Die öffentlichen Schulen Cincinnatis
verleihen diese
Urkunde

an

für die erfolgreiche Teilnahme an der

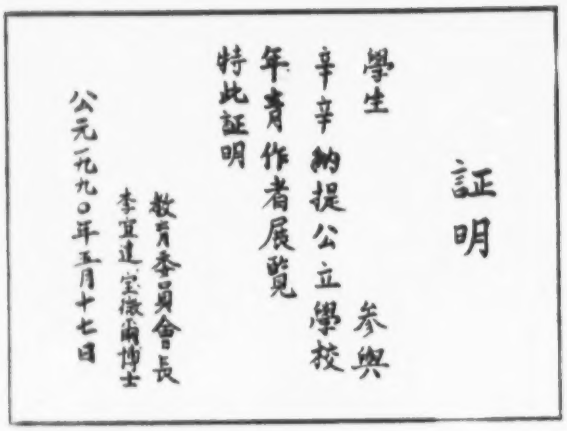
Tagung der Jungen Schriftssteller

Cincinnati, Ohio
den 17. Mai 1990

Lee Etta Powell, Ed.D. Superintendent

Continued on page 7

Young Authors from page 6



證明

學生　　參與

辛辛納提公立學校

年青作者展覽

特此証明

教育委員會會長

李宜達　宣徵爾博士

公元一九九〇年五月十七日

Filley FLES Project from page 5

The practice of content-based instruction benefits foreign language instruction in at least two ways. First, using instructional systems already in place in the regular classroom, the foreign language teacher has a basis for cooperating with ideas as well as with materials. Second, with the development of themes through activities involving oral language, reading, and cooperative learning, whole-language instruction helps the child internalize the language more efficiently.

Outside the school system

In the small community the school serves as a focal point for activities and entertainment. Given the closeness of family and community involvement, a rich resource exists by which the program can be extended. For example, elementary school pupils are given oral assignments in German to complete at home or with a designated community member. Typical assignments can range from questions on colors, numbers, household vocabulary, and family description to questions on family background, place of origin, and date of entry into the United States. The students then report the results to the class. Such assignments readily reinforce the geography, social studies, history, and math concepts that are currently being studied in the classroom.

Family and community members are invited to participate in classroom instruction and activities such as dialogues and storytelling. Such activities bring family members together and strengthen the community support for the foreign language program. Pupils perform songs and dances for various community institutions and functions, such as festivals, programs, and retirement homes. These activities foster the development of self-esteem and enhance general appreciation of culture.

The design of this program places the foreign language acquisition process in a natural setting, whether or not the pupil shares the ethnic heritage of the target language. This technique makes the language an integral part of the pupil's life, both culturally and personally, and helps to generalize the process to an arena outside the school setting.

Findings after two years

The administration, parents, and community have been enthusiastic and supportive throughout the development and refinement of the Filley FLES Program. Their response clearly reflects their satisfaction in being both contributors and participants in the school project.

The pupils themselves are very gratified to be able to communicate successfully in another language and to use it voluntarily outside the classroom. They are eager to contribute cultural elements from home, such as letters, recipes, or stories. Also, they frequently discover additional relevant information from outside sources such as television, books, or general social contacts and spontaneously apply it to the regular classroom situations.

Articulation from the elementary school program into the junior high and the high school programs has posed some scheduling problems; however, the administration has worked persistently and creatively to solve them. As it now stands, German I is placed at the seventh grade level. Any high school student who wants to begin a foreign language course must take it with the seventh grade students.

Mixing junior and senior high school students is feasible in our small school because grades 7-12 are in the same building. The age differences have not presented problems. While having a small school setting has an advantage because of fewer numbers, this fact probably does not account for the ease of age mixing. More likely, age mixing is readily facilitated because the focus of the instruction is on content instead of age-related, preset expectations of performance.

This year's eighth grade students who were in the elementary school program are in a standard high school German II class with sophomores and juniors, working in a high school text (Moeller, Liedloff & Kent, 1989). The younger students have little difficulty keeping up with the written work and consistently outperform the older students in oral skills.

One unexpected benefit of the elementary school program is the unifying effect the common language study has achieved between the older students in the high school and the younger ones in elementary school. The older pupils often share vocabulary with younger siblings in the lower grades. This common bond permits more meaningful participation by all ages in activities such as storytelling, sampling ethnic foods, and celebrating holiday festivities. The net effect is that the pupils, teachers, and community report enthusiasm for the elementary school foreign language program.

References

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Teaching Methods Editor: Audrey Heining-Boynton

Dreams, Realities, and Nightmares Report Now Available

The Joint National Committee for Languages' 1990–91 annual state survey of foreign language education is now available. For the report, state supervisors were asked to describe the components of the ideal state foreign language program and potential problems facing the expansion of foreign language education. The report also contains a state-by-state listing of the current status of foreign language education in the United States, including recent enrollment figures, requirements, languages offered, teacher certification standards, and innovative programs. *Dreams, Realities, and Nightmares: The Present and Future of Foreign Language Education in the United States* is available for $3.00 ($2.00 each for multiple copies) from the American Council on the Teaching of Foreign Languages (ACTFL), 6 Executive Plaza, Yonkers, NY 10701-6810, (914-963-8830).

Order *Loseblattsammlung* Now

The 1990 and 1991 issues of the Kinder Lernen Deutsch *Loseblattsammlung* are now available. This semiannual publication for elementary school German programs is packed full of teaching ideas, which are arranged by themes: activities, songs, rhymes, and games. The price of two issues per year is $10.00. If you are a new subscriber and would like both the 1990 and 1991 editions, the notebook binder, and dividers to make referencing easier, the cost is $20.00. To receive this collection of classroom-tested ideas, activities, and methods recommended by your colleagues, send your name, school name (if mailing to school), address, and a check to: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 5, Number 2 Winter 1991-92

Characteristics of Effective Elementary School Foreign Language Programs

The program characteristics below derive from work begun at the 1989 American Council on the Teaching of Foreign Languages (ACTFL) Priorities Conference and continued at the 1990 ACTFL annual meeting. At the 1991 annual meeting this statement was endorsed by the ACTFL executive board. Foreign language educators recognize the ever-increasing interest in elementary school foreign language programs and the need for guidelines that will be useful in planning and implementing such programs. These characteristics, prepared by specialists in the field, are designed to meet the goals of quality foreign language programs in the elementary grades.

Access and Equity

All students, regardless of learning style, achievement level, race or ethnic origin, socioeconomic status, home language, or future academic goals, have opportunities for language study.

Program Goals and Program Intensity

Program goals are consistent with the amount of time actually provided for instruction. Program intensity is defined as the extent to which the target language is used for instruction and the extent to which students engage in higher-order thinking tasks. When time is held constant across program models, or even within a single program model, intensity may increase the attainment of language objectives.

The existing program models described herein represent a range on a continuum consisting of time devoted to language study and program outcomes. The model selected and the content of the program are influenced by the desired outcomes. The basic program models at the K–8 level (which may have various combinations and modifications) and a description of what students can do as a result of each experience are included. These models vary in levels of language proficiency to be reached, amount of cultural knowledge to be gained, and time required to reach the program goals.

FLEX (Foreign Language Experience or Exploratory) programs are designed to provide limited exposure to one or more foreign languages and cultures for presecondary students. Very little fluency is expected.

FLES (Foreign Language in the Elementary School) programs are customarily designed to provide a sequential language-learning experience that aims for a useable degree of language proficiency.

Total and **Partial Immersion** programs are designed to achieve functional proficiency in the language by using the foreign language throughout all or at least half of the school day and by combining foreign language instruction with content learning from the regular curriculum.

Extended Sequence

An extended sequence of study contributes to the attainment of academic and cognitive benefits of foreign language study as well as to the degree of foreign language proficiency. Elementary and middle/junior high school foreign language programs increase language proficiency and cultural competence of students by means of a well-articulated sequence of carefully developed curriculum that extends through grade 12.

Articulation

For each program model, a K–12 framework including goals and philosophy that delineate a well-sequenced program is a necessity. Plans are made for articulation of the extended sequence so that students achieve predictable outcomes that are consistent within the grade levels and that also build from one grade level to the next. The framework ensures that students grow in language proficiency and

(Continued on page 4)

Notes from the President

As I write, the National Network for Early Language Learning is entering a new and highly significant year. We are now an official organization with a constitution and officers elected by the membership. Together we have created a forum for sharing and discussion, a vehicle through which our collective advocacy for high-quality early language programs can have influence and impact throughout the profession.

Our arrival at this point would not have been possible without the selfless and committed service of those leaders among us who guided the network during its first four years. Nancy Rhodes, as chair, set a high standard of service and vision for the organization. Gladys Lipton served as treasurer, patiently organizing and maintaining both the financial records and the financial health of NNELL. Mari Haas maintained the mailing list, lifeblood of any group struggling to bring people together. And Marcia Rosenbusch guided her team of editors in the establishment of *FLES NEWS*, unquestionably one of the most significant resources to emerge for those interested in languages for children. I am sure that my deep gratitude to these individuals, as well as to the rest of the NNELL executive board and contributing editors, is shared by all the members of our new organization.

The coming year will see continuation of the activities that have helped NNELL to grow and serve thus far. NNELL networking sessions will appear at conferences throughout the country; *FLES NEWS* will continue to reach classroom teachers, teacher educators, researchers, and administrators with information not available elsewhere. In addition, NNELL will encourage the development of an ACTFL Special Interest Group (SIG) for all educators interested in an early start for language learning. The many signatures gathered in Washington, D.C., for that purpose have been officially submitted to ACTFL, and formal organization of the SIG will take place at a special meeting at ACTFL 1992 in Chicago.

It is an honor and a privilege to serve as president of NNELL during this important year. The officers serving with me offer exceptional professional background and leadership—I am delighted to be working with them! They are

Carolyn Andrade, first vice-president
Audrey Heining-Boynton, second vice-president
Donna Grundstad, secretary
Sonia Torres, treasurer

I am also pleased to announce that the executive board and I have named Nancy Rhodes as executive secretary and Marcia Rosenbusch as editor of *FLES NEWS*.

All the members of the executive board join me in this invitation: Please share with us your vision and your suggestions for the role and activities of NNELL, at this time of unusual promise and opportunity.

Carol Ann Pesola
Associate Professor of Education
Concordia College, Moorhead, MN 56562

FLES† NEWS is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching for foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Carol Ann Pesola, president. Executive committee members are: Carolyn Andrade, first vice-president; Audrey Heining-Boynton, second-vice president; Donna Grundstad, secretary; Sonia Torres, treasurer.

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 120 E. 9th St., Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Subscription rate is $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES NEWS wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

SPRING 1992 CONFERENCES

March 26–29: **Southwest Conference on Language Teaching.** Reno, NV. Jan Herrera, 10724 Tancred, Northglenn, CO 80234 (303-452-1038).

April 2–5: **Northeast Conference on the Teaching of Foreign Languages.** New York, NY. Annette Cousino, 200 Twin Oaks Terrace #16, South Burlington, VT 05403 (802-863-9939).

April 9–12: **Central States Conference.** Dearborn, MI. Jody Thrush, 3550 Anderson St., Madison, WI 53704 (608-246-6573).

April 30–May 2: **Pacific Northwest Council on Foreign Languages.** Boise, ID. Ray Verzasconi, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331-4603 (503-737-2146).

SUMMER 1992 WORKSHOPS

June 8–July 3: **Summer FLES Institute.** Iowa State University, Ames, IA. For information, contact: Marcia Rosenbusch, Director, Summer FLES Institute, Department of Foreign Languages, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-4046).

(Continued on page 6)

Foreign Language Assessment in the Elementary School

Student language assessment is a critical issue facing elementary school foreign language programs. With educational reform and accountability uppermost in the minds of teachers and administrators, foreign language educators are attempting to respond to demands for systematic assessment of students. A symposium was convened recently to bring together foreign language teaching and testing experts who have worked with early language programs to look at the issues involved in evaluating student achievement and proficiency.

The symposium, held at the Center for Applied Linguistics and funded by the Fund for the Improvement of Postsecondary Education (FIPSE), had two goals: (1) to share ideas on how different programs across the country and in Canada are evaluating students, and (2) to develop guidelines to help teachers and administrators evaluate student progress and program effectiveness.

The following are the guidelines—principles of effective assessment and recommendations for future assessment work—that the twenty-one participants developed. These guidelines have since been endorsed by the executive board of the National Network for Early Language Learning.

Principles of Effective Assessment of Early Foreign Language Learning

The following principles of assessment are based on the assumption that the purpose of language instruction is to prepare students to use language with cultural understanding and knowledge in real-life contexts.

1. The purposes for assessment should be clear. The purposes determine the frequency and types of assessment to be done.
2. Assessment should be tied to curricular practices that are informed by second-language theory and research.
3. Assessment should be developmentally appropriate.
4. Assessment should reflect student progress along a continuum from simple to more complex tasks.
5. Assessment should be both formative and summative.
6. Assessment should allow students to demonstrate their ability to function in a variety of cognitively engaging tasks.
7. Assessment should employ a broad range of data-gathering methods over time.
8. Assessment should be conducted regularly and frequently.
9. Assessment should be authentic in that it reflects what students do in classrooms on a regular basis.
10. Assessment activities should be contextualized and should include culturally appropriate situations.
11. Assessment should encourage students to reflect on their own progress.
12. Assessment results should be reported in a variety of ways based on the target audience.
13. Educators should use assessment efficiently so that demands on instructional time are reasonable.
14. Planning for assessment should be an integral part of program and instructional planning.
15. Assessment should be tied to careful program description to ensure appropriate interpretation of conclusions.

Recommendations for Future Development in Elementary School Foreign Language Assessment

1. Develop standards for student performance at the elementary school level for various program models.
2. Develop indicators or assessment measures derived from these standards, including

- criteria for holistic assessment for oral and written language
- structured rating system for "hard data" portfolios.

3. Undertake a project that uses comparable assessment tasks so that results can be meaningfully compared across program models and across school districts. Comparability is desirable in order to be able to determine the most effective instructional approaches.
4. Devise mechanisms for becoming informed about evaluation and assessment trends in other subject areas.
5. Network to share information on assessment with other language organizations nationally and internationally.
6. Establish an assessment research agenda to include such items as

- research impact of contextualization of items on test performance
- differences and validity of test items
- appropriate sociolinguistic use of language.

Developed by participants in the Foreign Language in the Elementary School Symposium, December 14–15, 1991, Center for Applied Linguistics.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS *editor for review.*

French

Maxwell, M., & Berni, J. P. (1988). ***Comment ça va?*** Lincolnwood, IL.: National Textbook.

The songs of Matt Maxwell are a wonderful find for the French language classroom. This boxed set consists of a cassette tape containing twelve songs, a songbook, a teacher's guide, and a resource and activity book. Maxwell's songs are lively, amusing, and very singable. This mixture of original songs and adaptations of traditional ones covers a range of subjects and musical traditions from

(Continued on page 6)

Characteristics *(Continued from page 1)*

cultural knowledge from year to year and level to level. Articulation results from consensus and careful planning and monitoring among language teachers and administrators at all levels, including the elementary school, the middle/junior high school, and the high school.

Curriculum

Human, fiscal, and time resources are made available to the extent needed for systematic curriculum development. The curriculum content (i.e., specific learning objectives and activities) is consistent with the stated program outcomes and is developmentally appropriate to the age and abilities of students. The curriculum-review cycle provides assessment of curriculum.

Instruction

Instruction is appropriate to the developmental level of the students and is consistent with program outcomes and a variety of current professional practices. Proficiency (what the learner can do with the language rather than what he or she knows about it) is the major principle around which today's foreign language teaching and curricula are organized. Instruction in the elementary grades, therefore, provides for a major portion of class time to be devoted to meaningful language use and practice and to authentic communication.

Materials

Materials that are appropriate for the students' developmental level, rich in authentic culture and language, and related to the curriculum are key components in elementary school foreign language programs. The main focus of all materials, both print and nonprint, is communication.

Evaluation

Processes for evaluating both student achievement and program success are in use. Evaluation processes are appropriate to the goals, objectives, and teaching strategies of elementary school foreign language programs, as well as to the developmental level of children.

Staffing

Programs are staffed by appropriately certified teachers who are well prepared and who are trained in methods and materials for elementary school foreign language instruction, developmental characteristics of the elementary school learner, second-language acquisition theory, and the nature of the elementary school curriculum. Foreign language teachers have a high level of language and cultural competence. The teacher's oral proficiency in the foreign language, based on the ACTFL/ETS proficiency scale, is *at least* "Advanced."

Professional Development

Teachers have ongoing opportunities for professional development to advance their knowledge and skills in the areas of language, culture, and instructional expertise.

School and Community Support and Development

The foreign language teachers work with the total school community to integrate the foreign language curriculum into the school's educational program. The elementary school foreign language program shows responsibility for, and makes effective use of, parent and community resources and carefully coordinates its efforts with the school board and the administrative staff.

Culture

The connection between language and culture is explicit; instruction is implemented within a cultural context. Cultural awareness and understanding are explicit goals of the program.

NOTE: A related summary statement from the elementary school foreign language strand of the Priorities Conference appears in *FLES NEWS* (Volume 4, Number 3). The complete paper by Myriam Met (Montgomery County Public Schools) and Nancy Rhodes (Center for Applied Linguistics), with details of characteristics of effective programs, is in *Foreign Language Annals* (Oct. 1990, Volume 23, Number 5).

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Stories and Tales, Books and Adventures

Lynn Toman
Spanish FLES Teacher
Greensboro, North Carolina

From the moment of their birth, and perhaps before, children love to listen to the sound of the human voice. It can soothe them, excite and stimulate them, and scare them. It can create a mood, build a bond, send signals that say even more than the words themselves.

As they grow, children continue to crave the human voice. It teaches them how to communicate. Children listen and then mimic, their faces, their lips, and their whole bodies copying their source. They beg, even before the first words are formed, as they lay a book across your lap and struggle to climb up, "Mommy, read me a story." "Daddy, tell me a tale."

What better way to learn a second language than to mimic the way the first one was learned. And what better way to bring that second language to life than to fill it with stories and tales, books and adventures.

Why Use Stories in the Second-Language Classroom?

We use stories in our second-language classes because stories are fun, and learning should always be fun. We also use stories because they expose children to a wealth of language. Children hear expanded vocabulary and sentence structures and different verb tenses that are not normally covered in our simplified classroom instruction language.

Stories also teach a lesson, stress a point, as well as reinforce, enlighten, and increase understanding. *Little Red Riding Hood* certainly tells us to be wary of strangers in a far more vivid way than if this message were not in story form.

Reading introduces or bridges instruction, allowing a smooth transition from, for example, this month's segment on foods to next month's unit on animals.

Literature demonstrates to our students that the language they are learning is alive and useful and that people actually do speak the second language. Children are often amazed to see the language being used to carry on a conversation beyond the classroom, and they delight in video stories that show other people communicating in the language they are learning.

Through stories, and the questioning and thinking sessions that come after reading one, the teacher encourages children to guess, suppose, project, and decipher meaning. Critical thinking skills can be sharpened and developed naturally through reading and telling stories.

When to Use Stories

There is no perfect time to pull out a book, or the flannel board, or a set of masks and props. Teachers can utilize a story when they have a few unexpected minutes left over at the end of a class. Always have a favorite simple book at hand, not as a unit of study but as a delightful way to end a class. One of my personal favorites is *El oso más elegante* (*The Most Elegant Bear*). It's a fun and gentle poem-story that can be used lots of ways, but I love to read this one for the sheer pleasure of the rhyme and the words.

Another time to turn to a story is when studying a specific topic and the need arises for a common thread to weave through the unit, serving as a way to tie that completed unit to the next one. For example, at the beginning of a unit on foods, read *La gallinita roja* (*The Little Red Hen*) as a first-day introduction. At the end of the story, talk about *pan y mantequilla* (bread and butter) and *comer* (to eat). Then start the second day by having the class eat bread and butter or mix and knead bread, which will be baked for them to eat the following day. Later on in the food unit, go back and present *The Little Red Hen* on the flannel board—perhaps to emphasize the action verbs that pertain to foods. Then, to end the unit, have the students act out the tale, using large props or masks that the teacher or the students have made. The next day, begin a unit on animals, starting, of course, with the animals from *The Little Red Hen*.

This year, my second-year students studied the interior of a house, the names of the rooms, and the furnishings that go in each room. Our story for this theme was *Ricitos de oro y los tres osos* (*Goldilocks and the Three Bears*), with the kitchen, living room, and bedroom, and the table and bowls, chairs, and beds. During the course of the month's study, the children saw and heard the story read from a big book, heard and watched it acted out on the flannel board, acted it out themselves, learned their lines and said them with conviction, and then finally created their own classroom big book in which Goldilocks visited another house with different rooms and destroyed other furniture. And then, Goldilocks served as the bridge to our next unit of study, that is, what we do in each room. That's a lot of mileage from a very simple book.

You can also use a story to make a point, review a concept, or drill without seeming to drill at all. As an example of the drill technique, I use *Osos en ruedas* (*Bears on Wheels*) with my kindergartners as part of learning to count from 1 to 10. We count everything on every page, and the children love it. By page 30, they have counted and counted and counted and don't even realize they have done anything but have fun with a story.

A story also works well to introduce new vocabulary or to review previously taught words. It is not review, it's fun, and the children retain so much more when the learning is natural. You can also use a book to coordinate with or reinforce a classroom teacher's lesson or unit of study. The teacher will love the additional reinforcement and you'll be integrating language into the curriculum yet again.

How to Use Stories

There are a few necessary ingredients for reading a story. First, you need to be familiar and comfortable with the story you are going to read. You need to know where to pause and when to whisper or shout. Is it a sad story or a hilarious one? When do you need to speak in a high falsetto voice, and when should you use that deep rumble?

If you are not a native speaker, you must make sure the language you are using is right and correct. Practice pronunciation, and if you are translating, check on the vocabulary.

Once you are ready to begin, make it a habit to maintain eye

(Continued on page 9)

Classroom Resources *(Continued from page 3)*

a rock and roll version of *Frère Jacques* to a sweet ballad about the small miracles of life. The tunes are appealing and the words easy for children to learn. The songbook contains music and lyrics plus commentaries by Maxwell in French and English. The resource and activities book contains a variety of simple activities and many reproducible pictures that can be used as flashcards. The teacher's guide offers suggested activities to accompany the songs, but it is the songs themselves that are most attractive.

French Resources Editor: Myriam Chapman

Spanish

Olliphant, J. A. (1991). ***Total physical fun.*** Tacoma, WA: Sahmarsh. Available from Sahmarsh Publishing, 11004 111th St., SW, Tacoma, WA 98498. $24.95, plus $2.50 shipping and handling.

Total Physical Fun, which includes strategies and activities for teaching through cooperative play, is a book for every teacher who knows the power of play and especially for teachers who have never used games in instruction. As the title suggests, this book is based on the Total Physical Response methodology popularized by James Asher.

Olliphant has succeeded in designing games for specific purposes that can and should be integrated into the curriculum. Each game is listed by name and is followed by three subsections: the grammatical element(s) or subject(s) targeted; the main functions the students are to perform (listening, comprehension, speaking, reading, or writing); and the materials needed.

The book itself has chapters on Total Physical FUNdamentals, Pitfalls and Pratfalls, Games for Beginners, Intermediate Games, Games for the More Advanced, Sources, an Annotated Bibliography, and a Subject and Grammar Index. *Total Physical Fun* is a fun book for teachers and students alike that demonstrates how enjoyable learning can and should be.

Spanish Resources Editor: Barbara McDonald

Conferences *(Continued from page 2)*

June 15–July 10: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. For further information contact: Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511). Full tuition scholarships for German teachers, city and state supervisors, and methods teachers are available from the German government through AATG. Contact: Helene Zimmer-Loewe, AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034.

July 3-12: **The National FLES® Institute.** University of Maryland, Baltimore, MD. For further information contact: Gladys Lipton, UMBC, Baltimore, MD 21228 (301-231-0824, after 9:00 p.m. EST).

July 13–24: **Teaching Foreign Languages to Young Students** Teachers College, Columbia University. For further information contact: Mari Haas, TFLYS Teachers College, Columbia University, Box 201, New York, NY 10027 (212-678-3817).

Conferences Editor: Jane G. Graveen

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240.*

Title: **Geography Walk**

Objective:

The students will practice map skills, review colors, and become familiar with the countries of a geographical area related to the target language.

Materials:

World map (preferably labeled in the target language)

Map of targeted geographical area

Floor map of targeted geographical area, made from a blue shower curtain liner, with the countries outlined in black

Individual country cutouts of laminated construction paper, cut to fit on floor map, with each country a different color

Copy of outline map of geographical area to give to each student—in the margin include capitals, line drawings of flags, and a list of the names of the countries with a color next to each, which will correspond to the colors of the country shapes placed on the floor map.

Procedure:

Introduce the world map. Review words for north, south, east, and west. Students volunteer to come to the map to find locations with which they are already familiar.

Use the map of the targeted geographical area to introduce the names of the countries that will be the focus of the lesson. As each country is located, review the vocabulary for directions. Related vocabulary can also be reviewed, such as country size or languages spoken. Flags can be introduced as another means of identifying countries and as a review of colors.

Introduce students to the floor map through Total Physical Response activities in which they are asked to stand on each country and then put each colored country shape onto the map. Flags can also be put onto each country.

Then give students a copy of the area map. They color the countries according to the list. When they finish coloring, students use their individual map as a guide to walk through the floor map. They name each country as they walk from one side of the map to the other. After practicing the walk using their individual maps as guides, they can try the walk and name the countries without the guide.

Students can next work in pairs and guide each other across the map. Instructions can include names of countries, colors of countries, capitals, or directions.

Contributor: Mercia Foster
Spanish FLES Teacher
Charles City, Iowa

Classroom Activities Editor: Donna Grundstad

Children's Classroom Creations

During a social studies unit entitled "Thirteen Colonies Become a Nation," Mme. Whitney's and Mme. Gouin's fifth grade French immersion students, Oak View Elementary School, Silver Spring, Maryland (Montgomery County Public Schools) researched events leading to the American Revolution. Students worked in cooperative groups to write the following news articles, which are reproduced here as they were published in the class colonial newspaper.

La Poste Coloniale

Une opinion d'un colon.
Comme colon, moi et mon pays avons les droits suivants:

1. L'Amérique qui est située à trois mille miles de l'Angleterre, ne doit pas faire partie de son Empire. Il n'y a aucune raison de se débrouiller et construire une colonie si l'on doit être gouverné par quelqu'un, d'un autre pays, et surtout s'il nous impose des lois et des taxes.

2. On ne doit pas être obligé de payer les dettes de l'Angleterre. L'Angleterre doit être responsable d'elle-même, comme on doit être responsable de nous-même.

3. Le système de mercantilisme doit voir ses derniers jours. Un système où un autre pays reçoit un gros pourcentage du bénéfice est injuste.

4. L'Amérique doit être un pays indépendant où le peuple choisit son propre chef.

5. L'Angleterre doit retirer *toutes* ses taxes imposées sur nous, pas seulement quelques-unes.

6. L'Angleterre doit aussi retirer ses soldats de notre terre immédiatement ou un conflit grave aura lieu.

Mon pays et ses millions d'hommes sont prêts à poursuivre nos droits dans la lutte de nos droits jusqu'à gagner l'indépendance.

Eric Adjesson et Brendan Connell

La Gazette Continentale

Adieux Sinceres

Hier, dans des villages partout au Nouveau Monde, il y a eu des célébrations pour dire "adieu" à un ennemi colonial. L'histoire de cet ennemi est celle-ci:

Après la guerre Franco-Indienne, l'Angleterre avait besoin de l'argent. Alors, en 1764, le Parlement a commencé à taxer les colonies au Nouveau Monde. Le Parlement a passé une taxe qui s'appelle l'Acts des Timbres. Pour cette taxe tous les colons avaient besoin d'acheter des timbres de l'Angleterre et attacher ces timbres à tous les documents légaux, tous les papiers commerciaux, tous les journeaux et même toutes les cartes à jouer. Les colons ont arrêté de publier les journeaux parce qu'ils ne voulaient pas la taxe.

En automne de cette année (1775), vingt-sept délégués de neuf colonies se sont réunis à New York comme le Congrès de l'Acte des Timbres. En Virginie, un avocat qui s'appelle Patrick Henry a écrit sept résolutions qui attaquaient le droit de l'Angleterre de taxer les colonies du Nouveau Monde. Les deux dernières approuvaient la désobéissance de l'Acte des Timbres. Le Congrès de l'Acte des Timbres s'est réuni encore dans le Massachussetts. Plus tard, les "Fils de la Liberté" ont pris beaucoup de timbres, et les ont détruits. Le Gouverneur n'a rien fait.

En revanche (pour l'Acte des Timbres), les colons ont boycotté les produits de l'Angleterre. Il y a deux jours, le Parlement a décidé de révoquer l'Acte des Timbres! Adieu Acte des Timbres!!!

Mohamed Diassy, Marly Matingou et Whitney Treseder

FLES NEWS *would like to include samples of children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.*

Notices

Dual-Language Research

A long-term research project on two-way bilingual education is being conducted as part of the newly established National Center for Research on Cultural Diversity and Second Language Learning, funded by the Office of Educational Research and Improvement, U.S. Department of Education.

The first phase of the project is a nationwide survey of two-way (developmental) bilingual education programs, which are designed to provide content and language arts instruction in both English and a non-English language to an integrated group of limited-English-proficient students and fully English-proficient students. Two-way programs usually follow a dual-language model in which both groups of students are immersed in their native and second languages, with each language systematically separated for instruction.

If you are currently implementing or planning a two-way (developmental) bilingual education program and have not received a questionnaire or would like more information about the project, please call or write Donna Christian (project director) or Cindy Mahrer (research assistant) at: National Center for Research on Cultural Diversity and Second Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037 (202-429-9292).

Immersion List Available

An updated list of total and partial language immersion programs in the United States is now available (programs exist in 25 states). For a free copy, please write to: Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037 (202-429-9292).

Teach Overseas

The Department of Defense Dependents Schools is recruiting certified elementary teachers qualified to teach partial immersion classes in French, German, Italian, Japanese, Korean, or Spanish. One year of full-time professional experience is a selection factor. Applications are accepted year-round. For additional information regarding qualification requirements, salary, benefits, and a current application form, send a postcard to: Department of Defense Dependents Schools, 2461 Eisenhower Ave., Alexandria, VA 22331, ATTN: Mr. Marv Kurtz, Education Division. Call 703-325-0660 (Education Division) or 703-325-0885 (Teacher Recruitment). An equal opportunity employer.

Placement Service Locates German Teachers

The American Association of Teachers of German (AATG) offers help free of charge to school administrators in locating German teachers for elementary, secondary, college, and university positions in the United States and abroad. During the academic year, the Placement Information Center disseminates a monthly bulletin to many of the state and regional AATG chapters and to potential teaching candidates who have subscribed to the service. If you have a German position you wish to fill, please contact: AATG, 112 Haddontowne Court #104, Cherry Hill, NJ 08034 (609-795-5553; FAX 609-795-9398).

Video Series Prepares Immersion Teachers

Montgomery County Public Schools are pleased to announce that a series of videotapes for the preparation of elementary school foreign language immersion teachers is now complete. Each of the eleven videotapes (1/2" VHS format) is accompanied by a teacher's activity manual. School districts that are considering, or that currently have, an elementary school foreign language immersion program may be interested in several or all of these video training programs. The videos and the supporting print materials may be used to provide inservice opportunities for one teacher or for a group. Orders should be accompanied by a $25 ($30 for international orders) check for *each* video.

Program Titles

- What It Means to Be an Immersion Teacher
- Foreign Language Immersion: An Introduction
- Second Language Acquisition in Children
- Negotiation of Meaning
- Planning for Instruction in the Immersion Classroom
- Reading and Language Arts in the Immersion Classroom: Grades K–2
- Reading and Language Arts in the Immersion Classroom: Grades 3–6
- Teaching Math and Science in the Immersion Classroom
- Teaching Social Studies in the Immersion Classroom
- Teaching Culture in the Immersion Classroom
- Assessment in the Immersion Classroom

Order videos by sending request and payment to: Foreign Language Coordinator, Division of Academic Skills, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850 (301-279-3911).

ERIC: An Update on Valuable Information

What is ERIC?

The ERIC Clearinghouse on Languages and Linguistics (ERIC/CLL), operated by the Center for Applied Linguistics, is one of a nationwide network of sixteen clearinghouses funded by the U.S. Department of Education that constitute ERIC (Educational Resources Information Center). ERIC's objective is to make current developments in educational research, instructional methodology, and teacher/administrator training readily accessible to the public.

ERIC/CLL collects and disseminates information in the following areas: foreign language education (for both commonly and uncommonly taught languages), psycholinguistics and psychology of language learning, theoretical and applied linguistics, bilingualism and bilingual education, English as a second or foreign language, and intercultural communication.

ERIC/CLL is actively seeking teacher-developed classroom materials, curriculum guides, masters' theses, and research reports to consider for inclusion in the ERIC database. Please submit any relevant materials you or your school district may have to the ERIC/CLL address that appears later.

ERIC Resources

The following resources are available on elementary school foreign language programs:

— *Foreign Language in the Elementary School: State of the Art*, by Linda Schinke-Llano. Available from Prentice Hall Regents, Mail Order Processing, 200 Old Tappan Road, Old Tappan, NJ 07675 (201-767-5937) (1985, 133 p., $13.50).

French in the Elementary School: A Content-Based Curriculum, by April Anderson. Available from the Center for Applied Linguistics, $19.50 (see ERIC/CLL address).

Q&A Fact Sheets (4 pages each; free)
- *Foreign Language Learning and Children: The Parental Role*
- *Foreign Language Immersion Programs*
- *Teaching Foreign Language with Realia*

ERIC Digests (2 pages each; free)
- *Elementary School Foreign Language Programs*
- *Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School*
- *Foreign Language Learning: An Early Start*
- *Personal Benefits of Foreign Language Study*
- *Second Language Classroom Research*
- *Supervision of Second and Foreign Language Teachers*
- *Telecommunications in Foreign Language Education: A Resource List*
- *Upgrading the Target Language Proficiency Levels of Foreign Language Teachers*

Ready-Made Computer Searches of ERIC database ($10 each)
- *Content-Based Language Instruction* (38 pages, 106 citations)
- *Developing Computer-Assisted Instruction for the Second Language Classroom* (26 pages, 103 citations)
- *FLES Programs and Materials* (33 pages, 103 citations)
- *Foreign Language Immersion Programs* (28 pages, 89 citations)

Send your order, including a self-addressed stamped (52-cent) envelope for every five free items requested, to: Craig Packard, ERIC/CLL, 1118 22nd St., NW, Washington, DC 20037. (Envelope not necessary when ordering computer searches.)

Stories and Tales *(Continued from page 5)*

contact with the children, connecting with each and every child as you go through the tale. Eye contact draws the child into the story and says, "This one's for you!"

Other than those few guidelines, there is only one ingredient that every storyteller must have to be successful, and that is enthusiasm. You do not have to be an extrovert; even the shyest person can bring a story to life. But if that spark of energy, excitement, and enjoyment is missing, your purpose is missing too. So shine when you pick up a book, and your shine will take it from there.

Teaching Methods Editor: Audrey Heining-Boynton

Subscription Order Form (1991–1992)

FLES NEWS, National Network for Early Language Learning (NNELL)

Please send me a one-year subscription to *FLES NEWS*.
I enclose my check for $12.00 ($15.00 for overseas subscription), made payable to NNELL.

Name: _____

Title or grade level: _____

School affiliation: _____

Street address: _____

City, State: _____ Zip: _____

Check whether address is ____ Home ____ School

Check here if this is a renewal. ____

Check here if this is a change of address from last year. ____

Mail check (no purchase orders accepted) and order form to: Nancy Rhodes, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

Magnet School Survey

Does your school system offer elementary school foreign languages in a magnet school setting?

If so, please send your name, school address, phone number, languages offered, grade level, and program description to:

Dr. Myriam Met
Montgomery County Public Schools
850 Hungerford Drive
Rockville, MD 20850
(301-279-3911)

The Cincinnati Public Schools is currently accepting applications for elementary school (K-8) teaching positions in

Arabic, Chinese, French, German, Japanese, Russian and Spanish.

For more information, contact:
Carolyn Andrade, Supervisor
Elementary School Foreign Languages
(Immersion and FLES) **(513) 369 - 4804**

Personnel Branch **(800) 282 - 2462**
Cincinnati Public Schools
230 E. Ninth Street
Cincinnati, Ohio 45202

EOE

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 5, Number 3 Spring 1992

Ferndale Builds Foreign Language Competence in Grades 1 through 12

Lynn Haire
Foreign Language Coordinator
Ferndale Public Schools, Ferndale, Michigan

The public schools in Ferndale, Michigan, are now in the eleventh year of establishing an articulated, proficiency-based foreign language program in grades 1–12. Ferndale's program has already become a nationally recognized model for its K–8 sequence and the Ferndale curriculum and instructional materials have been made available to schools throughout the United States.

Program Background

In 1980 the Ferndale Board of Education set as one of its goals "the continued improvement of curriculum coordination from kindergarten through 12th grade, especially looking at the possibility of developing a comprehensive foreign language program from kindergarten through high school." As a result, a study committee was formed to investigate the feasibility of introducing foreign language study in Ferndale's elementary schools.

Committee members were especially interested in research that reported a positive relationship between long-term foreign language study and English skills. The committee decided that although the research was inconclusive, it was quite convincing. The group also decided that giving children proficiency in a foreign language was reason enough to establish a program.

The committee surveyed Ferndale's elementary school parents and was surprised to learn that over 90 percent of those who responded liked the idea of adding foreign language instruction in the elementary grades.

Program Model and Implementation

The study committee recommended to the Board of Education a pilot elementary foreign language program for the 1981–82 school year. Kindergartners and first graders at two elementary schools were involved in daily German lessons, provided by an elementary-certified teacher who spoke German with near-native fluency.

Based on the success of the pilot, the Board of Education approved expansion to the other six elementary schools for the 1982–83 school year, adding French and Spanish instruction. In each school only one language was offered and, as in the pilot, only kindergartners and first graders were initially involved. The program has subsequently expanded a grade level each year and is currently articulated through grade 11.

Today, all elementary school children in grades 1–12 in Ferndale receive foreign language instruction as part of their normal school day. Elementary-certified language specialists visit each classroom daily: 20 minutes for grades 1–3 and 30 minutes for grades 4–6. Classes are taught entirely in the foreign language, which provides an intense language experience for the students. Ferndale's elementary program is for this reason considered an "intensive FLES" program (Rhodes & Oxford, 1987).

At the junior high level, students may elect to continue studying the language they had in elementary school. These articulated courses are year-long electives, which meet daily for approximately 45 minutes. As at the elementary level, instruction is provided entirely in the foreign language. Students new to the district, or those wishing to switch languages, must wait until ninth grade to begin studying a language. Currently, approximately 65 percent of Ferndale students elect to continue their language study at the junior high.

There are two tracks of foreign language study at Ferndale High School. Students from the elementary and junior high programs elect courses in the "continuing" foreign language track. Students studying a language for the first time enroll in "introductory" language courses. As previously mentioned, the "continuing" program is now articulated through grade 11 and will reach full implementation with the addition of grade 12 during the 1992–93 school year.

(Continued on page 4)

BEST COPY AVAILABLE

Notes from the President

FLES NEWS needs contributing editors—can you help? Please take seriously this opportunity to make a contribution to your colleagues and your profession and consider responding to the call for editors detailed elsewhere in this issue.

These contributing editors also need materials to work with, materials only you can provide: classroom ideas, suggestions for materials to review, notices of meetings and calls for papers, articles about theory, policy, and practice. Most of us have come to depend on this newsletter for up-to-date information about our rapidly changing field, for classroom insights and ideas, and for reviews of helpful materials and resources. And for the quality and variety we have come to expect, we have to depend on each other. Even if you have never written anything before—except perhaps a term paper or two—consider sharing your best ideas, or describing the articulation strategy that works in your school, or the public relations idea that paid off, or how a local business person or politician became your supporter. Writing takes time, and classroom foreign language teachers are probably the busiest people in the entire school. When they manage to make the time to write about what they do, their articles are among the most read and appreciated in any publication! Your contribution doesn't need to be lengthy, and "scholarly language" is definitely not a requirement!

You can help in other ways, too. If you hear a speaker or attend a workshop that has a message everyone should hear, suggest to the presenter that she or he contribute something to *FLES NEWS*. You might also suggest to the editor or one of the contributing editors that they contact the presenter and invite an article. When you attend a conference with a NNELL networking session, join the colleagues who share your interests and make known your concerns, your needs, and your solutions. Your suggestions about *FLES NEWS* and NNELL will be welcomed and taken seriously.

NNELL and *FLES NEWS* came into being because we all felt a deep need to share, to feel that we are not working alone. I invite you to reach out this spring—offer your services, your writing, your involvement—and help our National Network for Early Language Learning to be a stronger and more effective connection for all of us.

Carol Ann Pesola
Associate Professor of Education
Concordia College, Moorhead, MN 56562

FLES† NEWS is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): Marcia Rosenbusch, editor; Carol Ann Pesola, president. Executive committee members are: Carolyn Andrade, first vice-president; Audrey Heining-Boynton, second vice-president; Donna Grundstad, secretary; Sonia Torres, treasurer.

Contributing editors for the newsletter by topic are: *Classroom activities* Donna Grundstad, Iowa City Community School District, 509 S. Dubuque St., Iowa City, IA 52240; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 120 E. 9th St., Cincinnati, OH 45202; *Research* Elsa Statzner, University of Minnesota, Second Languages and Cultures, 125 Peik Hall, Minneapolis, MN 55455; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *Spanish resources* Barbara McDonald, A. F. Doerfler School, 3014 W. Scott St., Milwaukee, WI 53215; *German resources* Patricia Pillot, Harding Elementary School, 2920 Burdette, Ferndale, MI 48220; *Teaching methods* Audrey Heining-Boynton, Foreign Language Education, CB 3500, Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500.

Membership dues for NNELL, which include a subscription to *FLES NEWS*, are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

FLES NEWS wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences Editor.

SUMMER/FALL 1992 CONFERENCES

July 17–19: **American Association of Teachers of French.** Strasbourg, France. AATF, F.M. Jenkins, 57 East Armory Ave., Champaign, IL 61820 (217-333-2842).

July 19–22: **American Association of Teachers of German.** Baden-Baden, Germany. AATG, Helene Zimmer-Loew, 112 Haddontowne Court, # 104, Cherry Hill, NJ 08034 (609-795-5553).

August 9–13: **American Association of Teachers of Spanish and Portuguese.** Cancún, Mexico. Enrique Ruiz-Fornells, 222 The Highlands, Tuscaloosa, AL 35404 (601-325-2041).

October 15–18: **Advocates for Language Learning**. Marina del Rey, CA. ALL, P.O. Box 1614, Independence, MO 64055 (816-871-6371).

Conferences Editor: Jane G. Graveen

Become a Contributing Editor for *FLES NEWS*

FLES NEWS is searching for six new contributing editors, to begin their duties this summer. These openings have occurred because of resignations and because of the fact that the NNELL Executive Board has determined that board members shall not simultaneously serve as contributing editors for the newsletter.

Contributing editor appointments are made annually by the editor and are competitive positions. They may be renewed or reopened for competition each spring as determined by the editor. All contributing editors are expected to

- Meet the deadlines specified by the editor for submission of information.
- Submit complete and accurate information that they have checked for spelling, clarity, and accuracy.
- Verify that materials are in the publication format specified by the editor, are typed or legibly handwritten, and are double-spaced.

Brief descriptions of the duties for the available positions are as follows:

Classroom activities: Submit a total of nine activities per year, three each issue. Contributors must represent, as much as possible, all geographic areas of the United States. Written permission to publish the activity ideas must be obtained from contributors and must accompany the submissions. *Applicants need to define a plan for obtaining activity ideas and specify how they will encourage representation from a variety of geographical areas.*

Conferences: Submit information on international, national, and regional conferences and workshops for the upcoming season: spring issue for fall; fall issue for winter and spring; winter issue for spring and summer. *Applicants need to define a plan for obtaining the conference information and for verifying the accuracy of the information.*

Funding information and new legislation: Submit information about sources for funding elementary school foreign language research, teacher preparation, materials development, and programs; describe selected projects that have received funding; report on the status and implications of national and state legislation. *Applicants need to define a plan for obtaining the grant funding and legislation information.*

Teaching methods: Solicit, edit, and submit articles on methods and strategies for the classroom. *Applicants need to define a plan for possible topics to be addressed and a plan for obtaining articles.*

Publicizing FLES: Provide information about how school and community support can be built for programs. Solicit, edit, and submit articles. *Applicants need to define a plan for possible topics to be addressed and a plan for obtaining articles.*

Research: Request articles from second language researchers and theorists in order to stimulate thinking about the focus and direction of research. Report on research results that have important implications for early language learning. *Applicants need to submit a plan for obtaining articles, and demonstrate ability to comprehend research results.*

To apply for one or more contributing editor positions, submit to the editor by June 30:

1. A brief curriculum vitae or résumé including your name, home address, and telephone; your title, school address, and telephone; your professional training and work experience.
2. Include your summer address and telephone (if different from home).
3. State position/s for which you are applying.
4. Write a short paragraph explaining why you are interested in the contributing editor position/s.
5. Comply with the request for information included in the position descriptions above.

Factors affecting the selection of contributing editors will include quality of the application and, where possible, geographic representation. New contributing editors will assume their positions for the fall issue of *FLES NEWS*. Send applications to Marcia H. Rosenbusch, Editor, *FLES NEWS*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-4046).

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES NEWS *editor for review.*

German

Kind, Uwe. (1991). ***Kinder lernen Deutsch* talking t-shirts.** Philadelphia, PA: American Association of Teachers of German. Available from AATG, 112 Haddontowne Court, # 104, Cherry Hill, NJ 08034 (609-795-5553). Please print your school address and allow 4–6 weeks for delivery.

Ever heard of a talking t-shirt? Uwe Kind has created them to stimulate conversation in German classes. The newest ones are entitled *Kinder lernen Deutsch*, as they were created for the AATG project of the same name. The design features an illustrated grid children can use to talk about themselves and their interests. Shirts are white with a green, blue, and hot pink design in 50–50 cotton polyester fabric. They are available in a child's small size or an extra-large adult size. The *Basic KLD Talking T-packet* ($7.00) includes one extra-large t-shirt, plus the *Teacher's Kit*, which contains teaching ideas using the t-shirt , a paper copy of the design (filled in), a paper copy of the t-shirt design with blank squares, and a transparency of the t-shirt design with blank squares. The *5 Talking T-packet* ($33.00) includes, five talking t-shirts (please indicate size desired), along with

(Continued on page 6)

Ferndale (*Continued from page 1*)

Teaching for Proficiency: Staffing and Curriculum

Most adults in this country will remember foreign language instruction that was very different from the proficiency-based approach used in Ferndale. Foreign language instruction has traditionally required students to master points of grammar in a somewhat predetermined sequence, the assumption being that conscious understanding of grammar was a prerequisite to acquiring the ability to communicate in another language.

Proficiency-based instruction, on the other hand, places students in communicative situations from the outset. It is assumed that students can "acquire the ability to communicate in another language directly without instruction in its grammar" (Krashen & Terrell, 1983). Students learn the second language much as they learned their first, namely by using it for communication. Grammar is implicit in emerging communicative competence, but students in the elementary grades are not asked to develop an explicit knowledge of its rules.

This fundamental change of focus has had several implications for staffing and curriculum in the Ferndale program:

1. Curriculum development has been an enormous ongoing task. Since Ferndale's proficiency-based program is based on the communicative needs of its students, it has not been possible to adopt a commercially available textbook or another district's curriculum. Curriculum guides specifying content and teaching activities have been and continue to be developed for each grade level of instruction.

2. Ferndale's foreign language curriculum is interdisciplinary and includes many content-based lessons and teaching strategies. Lessons are organized around age-appropriate, meaningful topics that provide the communicative contexts for language learning. One way to make the content of the foreign language instruction age-appropriate and meaningful has been to reinforce, enrich, or teach concepts taught in the general curriculum. When learning numbers in the foreign language, for example, students do not merely learn to count, but also practice such elementary math concepts as one-to-one correspondence, numeral recognition, sequencing, and more and less. Likewise, older students are able to combine a review of numbers in the foreign language with practice of higher-level math skills.

3. Lessons are conducted entirely in the foreign language. The language specialist must therefore speak the language fluently. As a result, an oral interview in the second language is part of the hiring process.

4. Instructional activities look and sound different. Since there is to be no recourse to English, classroom activities rely heavily on aids to understanding, such as visual props and realia. Movement and physical activity are also important elements of instruction. Grammar-based repetition drills are replaced by communicative exchanges, teacher-centered activities are often replaced by student-centered group or partner work. The target language becomes the language of teacher-student and, eventually, student-student communication.

5. Alternative forms of assessment have become necessary. In a traditional grammar-based program, students generally were given written tests to demonstrate their knowledge about grammar. In a proficiency-based program, a student's proficiency in each language skill must be carefully and appropriately assessed. It would be inappropriate, for example, to take a writing sample as a measure of a student's ability to speak the language.

6. Foreign language staff needs in-service training. The proficiency-based approach requires many veteran secondary language teachers to make several fundamental changes in their classroom practices. Furthermore, language specialists at the elementary level need to gain an understanding of child development and the general elementary curriculum in order to plan age-appropriate, content-based activities. In Michigan, elementary teacher certification is required to teach a foreign language in an elementary school.

Program Evaluation

Dr. Roger McCaig, Director of Research and Evaluation for Grosse Pointe Public Schools, was hired in 1983 by Ferndale Public Schools to conduct a longitudinal study to investigate the effect of the elementary foreign language program on the acquisition and development of basic skills.

The experimental group and control group were identified as third graders in four schools who had participated in the elementary foreign language program and third graders from the remaining four elementary schools that did not yet offer foreign language instruction in third grade. The students in each group were matched on the basis of gender and verbal ability as established on the Test of Cognitive Skills administered by Ferndale in the third grade.

Data were collected and compared over the next four years in the areas of reading, vocabulary, listening, spelling, and writing (in English). Scaled scores from the reading, vocabulary, and listening portions of the Stanford Achievement Test as well as raw scores on a spelling test and level scores on the Ferndale Writing Test were used to make the comparisons.

In a series of reports to the Ferndale Board of Education, Dr. McCaig concluded that "participation in the Elementary Foreign Language Program appears to be neither beneficial nor harmful to students' acquisition and development of basic English language skills (reading, vocabulary, listening, spelling and writing)" (McCaig, 1990). In interpreting these results, Dr. McCaig was careful to emphasize to the Board of Education the positive nature of his findings. "The evidence gathered . . . is conclusive that participation in the Elementary Foreign Language Program is not detrimental to the acquisition and development of basic skills. The program is, therefore, a desirable educational opportunity since students acquire knowledge of a foreign language without sacrificing learning in the basic skills."

In a subsequent substudy, Dr. McCaig also found that "students who have participated in the Elementary Foreign Language Program are far more likely to continue the study of foreign language in grade 10 than students who begin the study of foreign language at a later time, for example, in junior high school or high school." Of the students who began studying a foreign language in elementary school, 65 percent continued with that same language through junior high. Of these students, 90 percent elected to continue the study of that language through ninth and tenth grade. Ninth grade starters, on the other hand, had an average continuation rate of 49 percent in the tenth grade.

Ferndale's foreign language teachers have noticed these changes in the classroom. Whereas upper level foreign language courses (third- and fourth-year courses) traditionally served the academic, college-bound elite, similar language classes now serve students of varying abilities, many of whom are not college-bound.

Student Proficiency

The question of how proficient Ferndale's students are at various points in the Foreign Language Program remains difficult to answer. The effective assessment of language proficiency is, however, a concern of the entire profession. Foreign language educators

(Continued on page 8)

Colloquium Focuses on Elementary School Foreign Language Learning

Fourteen foreign language professionals with a special interest and/or expertise in early language learning took part in a colloquium that met in New York City, September 19–22, 1991. The colloquium was organized by Goethe House, New York, and the American Association of Teachers of German and was supported by Goethe Institute, Munich. Six central questions were addressed during the colloquium:

- What are the aims and objectives of elementary school education in the United States?
- What is the role of foreign language learning in the elementary school curriculum?
- What is the case for German in the elementary school?
- How can content, culture, and skill building be combined in foreign language learning?
- How can the needs of elementary school children be met?
- What are appropriate teaching methods for the elementary school foreign language program?

The format of the colloquium was that of short presentations followed by discussion. The keynote presentation, "Components of an Elementary Curriculum," was given by Connie Gonser, Supervisor of Curriculum, School District of the City of Royal Oak, Michigan.

One of the goals was to draft a definition of the term *FLES* to be circulated for reaction within the profession. Since there is a wide range of programs that are labeled FLES, there has been confusion as to what characteristics distinguish FLES from other program models. The following definition was drafted:

What is a FLES program?

A FLES program is a presecondary program that is articulated vertically throughout the entire program sequence.

In a FLES program a student studies a single language throughout the program sequence. (This does not imply that only one language is offered throughout the school district.)

Classes in a FLES program meet a minimum of every other day, for a minimum average of 75 minutes per week. Classes meet within the school day, throughout the entire school year.

A FLES program results in language proficiency outcomes that involve the production and comprehension of meaningful messages in the communicative setting.

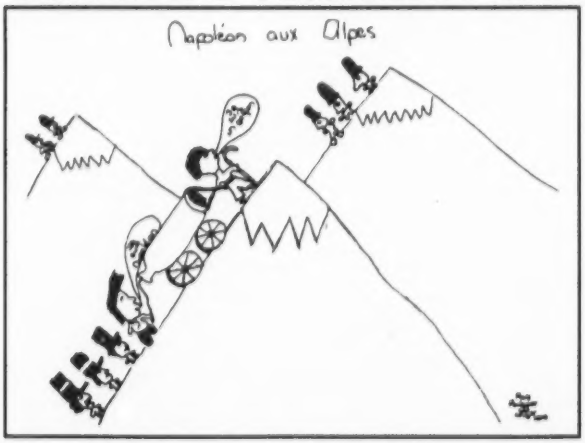
Teachers in a FLES program have both language proficiency and the professional knowledge and skills necessary for effective foreign language instruction at the elementary school level.

Participants in the colloquium also proposed an information bank to include:

1. An inclusive listing of German FLES programs in this country.
2. A collection of videotapes and sample lesson plans from a variety of programs.
3. Language proficiency outcomes for FLES programs so that outcomes of various models can be compared and contrasted.

The proceedings of the colloquium, including the content of each of the presentations and the discussions, will be published in 1992. Watch for information in a future issue of *FLES NEWS* about the availability of this important document.

Children's Classroom Creations



Mary Montgomery and Collyer Klee
5th Grade
St. Edmunds Academy
Pittsburgh, PA
Valerie Stones, French Teacher

FLES NEWS *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send children's work to the editor, Marcia Rosenbusch.*

Classroom Resources *(Continued from page 3)*

the *Teacher's Kit*. An audio cassette tape of songs for practicing expressions used on the t-shirt has also just been released. This professionally recorded tape of upbeat music helps the students learn the vocabulary and phrases in the best way possible—by singing along. Although some English is used in the introduction, the songs themselves are all in German. All of these items have tremendous "kid appeal" and are wonderful for use in foreign language week lessons, festivals, promotional activities and contests, or as a highly motivating addition to clothing units.

German Resources Editor: Pat Pillot

French

Dès, H. *Le Beau Tambour, vol. 6*. France: Musidisc. Available from French for Fun, 4965 Hames Drive, Concord, CA 94521.

For a musical change of pace, get to know the songs of Henri Dès. This Swiss singer-composer has been charming French-speaking children for over 10 years. His songs are truly delightful. He enters into a child's world, and reflects the child's sense of wonderment and playfulness and the bittersweet tug of childhood relationships. His melodies are sweet, lively, and contemporary. My students in sixth through eighth grade adore him and compare him to the Canadian Rafi—although, unlike Rafi's work, all of the Dès songs are original. The words of most songs are easily learned—most involve a lot of repetition. Even if you use Henri Dès only as background music during an art activity, for example, you'll notice that children pick up the melody and many of the words. I recommend *Le Beau Tambour*, vol. 6 in the series.

French Resources Editor: Myriam Chapman

Spanish

Van Allen, R. (1987). *Read-Aloud Predictable Storybooks*. Allen, TX: DLM Teaching Resources. Available from DLM, P.O. Box 4000, One DLM Park, Allen, Texas 75002. The 10-book collection plus teacher's guide is $75.00, plus 9 percent for shipping and handling.

Big books are expensive, but you can stretch your dollar by investing in these large predictable Spanish-language storybooks. Their size (9" by 12") is nearly perfect for a large group because the books are manageable for the teacher, yet the pictures are big enough for all students to see. Younger students (K–5) will delight in this 10-book collection of imaginative stories designed for read-aloud sessions. Children listen to the stories and repeat them in chorus, becoming aware of the relationship between what they know about their second language and what they see in printed form.

A teacher's guide with 22 blackline masters and suggested art and creative writing activities is included. Since the complete text of each storybook is provided in the guide with permission granted for duplication, children are able to create a personal copy of the story, adding their own illustrations.

Spanish Resources Editor: Barbara McDonald

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES NEWS *by sending a description in the following format: Title, objective, materials, and procedure. You may include any pictures or drawings as illustrations. Send with your name, address, and telephone number to the editor, Marcia Rosenbusch.*

Title: **Paper-Cutting Activity**

Objective:

The students will learn to name shapes and colors and to count them using grouping strategies.

Materials:

Scissors
9" x 12" colored construction paper

Procedure:

The students name the shape and color of the uncut paper the teacher holds. The teacher cuts the rectangle in half to form two more rectangles and asks what shapes and how many there are. The students respond in the target language, "two rectangles" and "red." Placing them on the floor in the center of the children's circle, the teacher correctly models, "Yes, there are two red rectangles."

Taking one of the two shapes, the teacher cuts diagonally from one corner to the other. The students identify "two triangles" and "red." The teacher correctly models, "Yes, there are two red triangles" and places them on the floor by the other shapes. Collectively, all the shapes will be identified.

Taking the second paper, which the students will again identify in shape and color, the teacher cuts a strip off one end of the green rectangle to form a square and another rectangle that the students identify, "one rectangle," and "green," "one square," and "green." The teacher models again, "Yes, there is a green rectangle and a green square." Placing them on the floor in groups of like shapes or in groups of like colors allows more counting. The group will count the total number of shapes and/or colors.

Taking the green rectangle, the teacher cuts a square off one corner. After the triangle shape is identified, the teacher cuts a circle from the square and places it by the other shapes after the students have identified "circle" and "green." Depending on the time and interest of the group, more shapes may be cut and added, identified, and always tallied.

Contributor: Diane Coy
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Classroom Activities Editor: Donna Grundstad

Changing Negative Perceptions of Foreign Languages

Paula K. Strupeck
Advocates for Language Learning, Chicago Chapter
Chicago, Illinois

As foreign language advocates we have encouraged our students to see the world through French, German, Spanish, or Japanese eyes. Our own immediate challenge as elementary school foreign language educators is to understand and appreciate the perspective of a parent, a classroom teacher, or an administrator when they question our foreign language program. We can begin by exercising our communication skills in listening to their concerns.

Understanding Negative Perceptions

Why do we need foreign languages? We can answer this question with examples of businesses and government agencies that have failed in their international ventures due to a lack of linguistic and cultural proficiency. This, however, may not be the real issue. When I took time to listen to my colleague Ann Watson, I gained an appreciation of how this classroom teacher's negative attitude was formed.

Ann recalls that as an eighth-grader she took the entrance test for high school and did not place high enough to take a foreign language. Thus, her first encounter with foreign language gave her the message that she was dumb and that foreign language was only for smart people.

As a high school junior she still wanted to take a foreign language. She chose Spanish because it was reported to be easier and, therefore, better for a dumb person like herself. She considered herself to be language-disabled and therefore looked for the less-menacing option, still yearning to be part of the club. The drill and kill method so typical of the foreign language tradition swept Ann into an abyss of her own sense of failure. She was counseled to drop Spanish.

Anxious, but still curious, she signed up for a beginning Spanish course in college, but dropped it again when her grades were Ds.

As a teacher, when the principal informed her that she would have French in her classroom and that she would be participating with the students, she experienced a cold sweat of remembering and experiencing herself as a failure at language.

Ann's discouraging experience with a foreign language is, unfortunately, not uncommon. We need to respect this reality and demonstrate our sensitivity to this issue. The administrator or parent who says that language is not important is quite possibly saying, "I had a miserable experience with foreign language. I hated the feeling that I couldn't learn it. I feel isolated from and inferior to people who speak a foreign language."

Changing Negative Perceptions

How we deal with negative reactions to our foreign language program is vitally important. We must first try to understand why the negative perceptions exist. Then we must find ways to change them.

One way is to engage parents in a mini foreign language lesson at a parent meeting. The parents should take part in the lesson exactly as their children do in class. Having tried this with parent groups, I can attest to the excited responses. The parents feel successful. They wish that they had learned the foreign language in this way. They begin to understand their children's positive and enthusiastic responses to the program. They become supporters of the foreign language program.

We also need to cultivate relationships with classroom teachers. We must take the initiative to communicate with them. We should tell them of our interest in integrating selected math, science, social studies, and literature concepts into the foreign language program. When they also become excited about these possibilities, we need to work with them to identify the areas of their curriculum that can be appropriately addressed or reinforced in the foreign language.

We might also establish a French-for-Teachers class so that they can also learn French. They may want to begin to bring French into their own classroom when the foreign language teacher is not there. A class for teachers should be taught exactly as the children are taught. We need to create an environment of comprehension and success; we can use hands-on, concrete activities; and we can demonstrate that we respect the needs of each individual.

An effort in a Chicago public school to integrate foreign language into the school day rather than as a before-school program was successful in great part because a weekly French-for-Teachers class so enthused the participating teachers that they lobbied with the parents to implement the program. These teachers could speak from experience about the positive outcomes of studying a foreign language: as a vehicle for learning and reinforcing other skills; and helping to develop a positive self-image.

We need to be sure that we understand the perspective of the parents, classroom teachers, and administrators in our school program. And we must be sure we are helping them understand what a positive experience foreign language learning can be. In this way we build a better experience for our young learners, and we build a stronger foreign language program for our school.

Teaching Methods Editor: Audrey Heining-Boynton

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National Network for Early Language Learning
Center for Applied Linguistics (CAL)
1118 22nd St. NW
Washington, DC 20037
USA

Ferndale (*Continued from page 4*)

everywhere are asking the same questions: "How do I assess the language proficiency of my students?" "How does their proficiency compare to the proficiency of students in other programs?"

There are no standardized achievement tests capable of measuring a student's ability to communicate in the foreign language. Such tests, which rely heavily on multiple-choice items, are better used to test student knowledge about discrete points of grammar or vocabulary.

To address this problem, the American Council on the Teaching of Foreign Languages (ACTFL) developed the *ACTFL Proficiency Guidelines*. The guidelines provide descriptions of language learners' abilities at succeeding levels and have become a recognized standard for rating language proficiency.

Nonetheless, assessment of language proficiency remains problematical. To receive an official ACTFL oral proficiency rating, a student must be given an Oral Proficiency Interview (OPI) by a certified OPI tester. This form of assessment would be very costly to a school district and has therefore not been widely used, resulting in a lack of data for comparison purposes. A further drawback of the ACTFL guidelines is that they describe the language abilities of *adult* language learners and therefore have only limited applicability in the assessment of language proficiency of children and young adolescents.

As a result of these concerns, Ferndale's assessment of student proficiency in the foreign language has been primarily informal to date. Checklists of student progress toward grade-level outcomes and ongoing teacher observations of students' abilities to communicate in the foreign language have lead to some generalizations about what most students can do at various points in the foreign language program.

Checking Student Progress

By the end of the sixth grade, most Ferndale students can perform the aural-oral language functions at the novice-high level, as described in Wisconsin's *Guide to Curriculum Planning in Foreign Language* (1986). The Wisconsin guide based its descriptions of language proficiency levels on the ACTFL guidelines. Most sixth graders communicate primarily with memorized material and give single sentence answers to questions. Several students, however, are already beginning to create with the language and can ask simple questions to initiate and maintain very simple face-to-face conversations.

By the end of tenth grade, most students are somewhere in the mid- to high-intermediate range, as put forth in the Wisconsin guide. To varying degrees they have the listening, speaking, reading, and writing skills to describe and narrate in the past, present, and future. They are capable of carrying on casual conversations and handling situations that present problems or unexpected events. On some topics they are also able to produce several sentences in extended discourse.

The above observations were corroborated in 1991 by an outside evaluator who was hired by Ferndale to conduct modified oral interviews of tenth grade German students. The evaluator, Paula Sanders, a high school German teacher from Rockford, Michigan, was hired because of her ability to speak German and to work with high school students.

The modified interview procedure used was developed by the Colorado State Department of Education under the name of *Proficiency Sample Project* (PSP) (Colorado Department of Education, 1990). The PSP offers an assessment instrument that includes criteria for rating students on a proficiency scale based on the ACTFL guidelines. The PSP rating scale includes five beginner levels and three mid-levels. The highest PSP rating is "Possible Intermediate" or "Ready for ACTFL/ETS Oral Proficiency Interview."

All Ferndale tenth graders in the continuing program received mid-level ratings in the 1991 study. In addition, the evaluator was impressed by what she called the students' "comfort level" with the language. Unlike most high school language students in her experience, Ferndale's students seemed "at home" with the second language and enjoyed the opportunity to converse in it.

The work on assessing students' language proficiency continues in Ferndale. Current efforts include the analysis of data from the 1991 proficiency study, adaptation of the Colorado instrument for use in the elementary and middle schools, and investigation into portfolio assessments.

Program Cost

Program expenses currently total approximately 2 percent of Ferndale School District's annual budget. Staffing costs are the major expense. Ferndale employs a total of 20.5 full-time-equivalent (FTE) foreign language teachers to operate its foreign language programs at all levels. At the elementary level, 12.5 FTE language teachers serve some 2,800 students, while 3.5 FTE teachers serve 325 junior high students and 4.5 FTE teachers serve just over 400 high school students. Ferndale also employs a part-time coordinator and a full-time aide to facilitate the program.

Other program expenses include funding for curriculum development, professional development activities, and student materials, although these expenses combined are less than an average teacher's salary.

Ferndale's program has been funded primarily by local revenues. During the early years of the program, the district used $55,000 in Title IV-C federal funds and received grants totaling $59,000 from the State Department of Education to build the program.

An often-asked question is, How can a school district with limited per capita student expenditures, such as Ferndale's, afford such an intensive program? The Ferndale Board of Education has supplied the answer. The money *is* there. It is a matter of priorities.

The Ferndale curriculum and the McCaig report are available from Lynn Haire, Ferndale Public Schools, 881 Pinecrest, Ferndale, MI 48220.

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NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

MEMBERSHIP RENEWAL NOTICE

This is the last issue in your subscription of *FLES NEWS* (*all subscriptions* run from September through May). Send in your check and the form below for a 1992–1993 membership in the National Network for Early Language Learning and for a subscription to *FLES NEWS*. You may make copies of this order form for your colleagues. **Renew now so you won't forget!** You will not receive the fall issue unless you renew.

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Notices

Elementary School (K–8) Foreign Language Teacher Education Curriculum

A teacher education curriculum for the preparation of elementary school foreign language teachers at universities, teacher preparation institutes, and school district in-service programs is now available.

The curriculum was developed by a team of elementary school foreign language teachers and university professors in North Carolina as part of a joint North Carolina Department of Public Instruction and Center for Applied Linguistics project to improve the preparation of elementary school foreign language teachers at institutions of higher learning.

The 51-page spiral-bound curriculum includes 14 elementary school foreign language teacher competencies (what teachers should be able to do and should be knowledgeable about); instructional experiences, resources, and evaluation procedures for fulfilling these competencies; and a bibliography and an extensive list of resources. Additional information is provided on the elementary school foreign language teacher education project funded by the Fund for the Improvement of Postsecondary Education (U.S. Department of Education).

Send check or purchase order for $8.00, made payable to ERIC, to: User Services, ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037 (202-429-9292).

See Your Ideas in Print

Would you like to see your ideas in print? Would you like to assist elementary school colleagues? Would you like to contribute to the success of elementary school foreign language programs in other areas?

The elementary school commissions of the American Association of Teachers of French and the American Association of Teachers of Spanish and Portuguese are compiling ideas, techniques, games, and crafts for use in elementary school foreign language programs. If you are interested in having your game or technique included, please submit your ideas. The name and school affiliation of each contributor will be acknowledged. The publication is a nonprofit venture and will be distributed at minimal cost.

Send your name, school affiliation and address, the title of your activity or game, objective/s, age group, time required, and the procedure. Try to give examples in as many languages as possible. If you use only one foreign language, please give examples in English also. Drawings, patterns, maps, etc., may be included. Send your contribution to Virginia Gramer, Hinsdale Elementary Schools, 5905 S. County Line Rd., Hinsdale, IL 60521 or to Mary Sosnowski, Meadowbrook School, Farm Road, Weston, MA 02193.

Interactive Videodisc Technology, Science, and the FLES Curriculum

A grant from the National Science Foundation to develop a prototype interactive videodisc to be used as a training program for FLES and elementary classroom teachers has been awarded to Dr. Richard J. McLeod from Michigan State University, and Dr. Ralph O. McLeod from the University of North Carolina at Charlotte. The primary objective of this project is to determine the feasibility of increasing the quantity and quality of science education in the elementary schools.

Interactive videodisc technology was chosen for its rapid accessibility and ease of operation. Using Hypercard on a Macintosh, the program will combine both motion video and stills. Any combination of stills and motion can be accessed in less than one second (compared with the "fast-forward and rewind" features of video tape) thus providing the teacher with the ability to switch back and forth from science content of a particular lesson to language pedagogy, to science pedagogy, and so on. The combinations are limitless.

During Phase I of the project, three science activities will be targeted for use on the prototype disc. In addition to science and language pedagogy, the teacher will be able to "click" on science content, vocabulary in both Spanish and English, lesson plans for a particular activity, real-life applications, and alternative activities. Although this particular disc is for fourth grade, it will offer suggestions for "upgrading" and "downgrading" the activity. Virtually no typing will be required. The user will interact with the program using a mouse to click on an option or an icon.

Phase I of the project is expected to be finished by June 30, 1992. If you have suggestions or would like more information about the project, write to Dr. Ralph McLeod, Dept. of Foreign Languages, UNCC, Charlotte, NC 28223.

Back Issues Available

All back issues of *FLES NEWS*, Volumes 1-4, are available from ERIC at your local university library on microfiche or paper copy. To order by mail, contact: Educational Resources Information Center (ERIC), Document Reproduction Services, 7420 Fullerton Rd., Springfield, VA 22153-2852. Tel. 1-800-443-ERIC. The ERIC Document numbers are as follows:

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National Research Center Reports

Four publications from the National Center for Research on Cultural Diversity and Second Language Learning's Report Series are now available. The Report Series is comprised of technical research reports and educational practice reports.

Technical research report #1, *Sociological Foundations Supporting the Study of Cultural Diversity,* by Hugh Mehan, examines various aspects of the relationship between students' cultural, linguistic, and socioeconomic background and their unequal access to educational opportunities.

Technical research report #2, *Instructional Conversation: Teaching and Learning in Social Activity,* by Roland G. Tharp and Ronald Gallimore, offers a conceptual view of instructional conversations which model classroom discourse on the natural teaching found in homes and communities and contrasts that to the recitation model of teaching found in most classrooms.

Educational practice report #1, *The Education of Linguistically and Culturally Diverse Students: Effective Instructional Practices,* by Eugene Garcia, discusses common attributes of schools and classrooms where language minority students have experienced high levels of academic success.

Educational practice report #2, *Instructional Conversations and Their Classroom Application,* by Claude Goldenberg, defines the characteristics of instructional conversations and applies it to teaching situations, showing how this strategy can effectively foster critical thinking skills among language minority students.

The cost of each report is $4.00. Orders must be accompanied with a check (made payable to the Center for Applied Linguistics). Send to: NCRCDSLL Dissemination Coordinator, Center for Applied Linguistics, 1118 22nd St., NW, Washington, DC 20037.

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